



St John's C E Primary School Governors Impact Statement 2018-19

The role of the Board of Governors is an intrinsic part of the leadership of the school, although often unseen by parents and other community stakeholders. This annual impact statement is one way in which the Board attempts to articulate its role in school leadership and the impact that it has had on school improvement during that year, and to be transparent about its activities.

The Governor Handbook, published by the Department of Education, clearly sets out three core functions of the Board of Governors:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
3. Overseeing the financial performance of the school and making sure its money is well spent

The entire work of the Board of Governors is focused on meeting the requirements of these functions. The outcome is that the Board knows the school well, is confident that all statutory and legal requirements are met, ensures that issues within school are addressed in a timely and effective manner, and contributes to a strategic plan that will ensure the school is effective in the long term.

What have we done for the school in the academic year 2018/19?

1 Ensuring clarity of vision, ethos and strategic direction

- We have reviewed the Senior Leadership Team's proposed School Improvement Plan (SIP).
- We have ensured that the SIP priorities were addressed, via robust challenge and support at each Board and Committee meeting.
- We have re-elected new Chair, Vice-Chair and chairs of committees and reviewed the Terms of Reference for all committees.
- We have continued to review school policies and we have ensured that this process is as efficient as possible.
- We have created a Governance Action Plan for the year, which is monitored termly, and ensured governors receive appropriate training.
- We have continued with termly Governor Newsletters & Governor Drop In sessions to communicate well with parents.
- We have continued to ensure all meetings are properly captured in minutes and challenge/support evidenced throughout.

At the end of the academic year, we are pleased to report that many of our ambitious objectives on the SIP have been met. We are proud of the school's fantastic SATS results (including those for our disadvantaged children) which were a key area of focus on the SIP. We are also really proud of the improvements that have been made to how the school records and maps progress for SEND children, the focus on learning through computing and the success of the new interventions programme.

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The SIP for the next academic year will reflect any areas where progress was not as quick as we had hoped this year. We are fully committed to retaining our strategic focus for the school and next year will be formally creating a strategic plan for the sustainability of our school. This will be created in consultation with all our community.

2 Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

- We have ensured robust and rigorous monitoring by SLT of staff performance through regular updates to the whole Board.
- We have conducted the Headteacher Appraisal together with an external consultant, setting further objectives for the next review period.
- We have reviewed anonymised performance management reports to ensure that staff objectives were linked to the SIP.
- Through the secondment, we have allowed our SLT to gain development opportunities which not only benefit their career by teaching them about a larger school but also help our school by exposing our staff to new ideas and approaches.
- On a number of different occasions, various governors have attended collective worship in school so we can both join in with the children as they pray, listen and sing hymns, and also observe our collective worship policy in action.
- We have monitored school life regularly by conducting termly Learning Walks, which include observing lesson observations, book scrutinies and discussions with children to hear the "pupil voice". Pupil voice means listening and talking to the children to understand how the school and their learning works for them.
- We have continued to scrutinise school data, with thorough monitoring of all pupils (including groups of pupils i.e. SEND, disadvantaged, gender gaps) to ensure that appropriate progress is being made and attainment standards raised in all core subjects, including RE.
- We have continued to provide a robust challenge to both Pupil and Sports Premium funding to ensure all pupils benefit from the monies being spent.
- We have continued to ensure that our pupils receive a broad and balanced curriculum. This has been especially successful this year with the Erasmus scheme where the whole school learnt so much about Spain. It is also evidenced with the role music plays in the school, special educational days and school trips throughout the year, and the many sporting activities in which our school is involved.

As you can see, we are still very much fully involved in school life. The impact of this is that governors are aware of what the children are doing in their learning and how they are progressing and where there are issues, and that they can ask challenging questions to ensure that any identified problems are addressed in a timely manner. The Board know throughout the year how the school is progressing towards the school priorities and targets.

3 Overseeing the financial performance of the school and making sure its money is well spent

- The Board have continued in their robust reviewing and challenging of the budgets, outturn reports, forecasts and 3 year plans.
- Due to the ongoing funding crisis, we have continued to ensure that our Finance Committee provides detailed challenge and support. Every financial decision is thoroughly discussed and made with the best interests of the school.

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- As a Board, we constantly discuss ways in which we can improve the school's financial situation and have collectively made a number of decisions which have helped to improve it (including lettings in the school, the secondment, prioritising essential expenditure).
- As a Board, we collectively and very carefully considered the proposals by Barnet Council to remove some of our funding.
- Approving the secondment to SMSJ had a direct impact by allowing us to balance our budget in the financial year 2018/9.

Training Attended

All governors have undertaken specific training for governors in this academic year and participation is set out below.

- Executive headship training (*Curtis Sweetingham*)
- Induction for New Governors (*Ajanta Kamal*)
- Director of Education & Skills Briefing for Chairs & Vice Chairs (*Lynne Evans, Imogen Hall*)
- Discussion Forums for Chairs & Vice Chairs (*Lynne Evans, Imogen Hall*)
- *Using data for School Improvement, LDBS* (*Alice Gavin Atashkar*)
- *C0 and C1 Safeguarding, Church of England* (*Alice Gavin Atashkar*)
- *Online Safety Training for all - organised a parents awareness training* (*Curtis Sweetingham & Alice Gavin Atashkar*)
- *Child Protection Training* (*Alice Gavin Atashkar*)
- *Health & Safety in the workplace* (*Alice Gavin Atashkar*)
- Discussion Forum for Safe-Guarding (*Imogen Hall, Rev Lynn Davidson*)
- Discussion Forum for SEND (*Imogen Hall*)
- Impromptu discussion forums for Barnet governors convened over Barnet Council changes to funding for schools (*Ben Pullenayegum, Lynne Evans, Imogen Hall*)

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